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ABSTRACT

The guide is designed to familiarize adult basic education (ABE) English-as-a-Second-Language (ESL) teachers with the obstacles faced by adult students from other culture in the adult education classroom. An overview of these challenges and an outline of suggested teaching strategies and cultural activities are presented as a basis for developing a multicultural ABE/ESL curriculum. The beginning of the guide looks at the nature of culture shock experienced by an immigrant population and common individual responses to it. The process of second language acquisition is then discussed, and the important role of nonverbal communication is examined. A series of 16 classroom teaching strategies and teacher behaviors that support learning in this population is presented, and 8 classroom cultural activities are described briefly. Contains 11 references and resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 429 468

Opening Borders

by

Barbara Smith, Kathleen Quinn & Rosalind Cooper

A Massachusetts mini-grant product

SABES System for Adult Basic Education Support

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This guide will attempt to familiarize the ABE/ESL teacher with obstacles faced by students from other cultures upon entering the adult education classroom. An overview of the challenges, followed by teaching strategies and cultural activities, will provide a framework for the development of a multicultural curriculum.

A Block of granite is an obstacle in the path of the weak,
A stepping stone in the path of the strong.

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Introduction

When Manny A. came to the United States, he left everything, including his family in Puerto Rico. He did, however, bring with him a cassette recording of his three-year old daughter's voice. As he listened to the tape, he was often moved to tears as memories of his little girl returned. Separated from homeland and family, her voice remained the link to the past.

Imagine how he would have felt, if upon entering the United States, he was forced to give up the tape. Consider these feelings as you visualize a culturally different student in your classroom; one who brings with him concepts of family, country and tradition. Should teachers be the ones to separate these students from their cultures? Or should teachers incorporate these ideas as a basis for future learning?

Learning a second language requires a student to learn a second culture as well. Because language is a part of culture, educators need to provide lessons that incorporate the cultural background as well as the language acquisition needs of the student. Attempts in the past have often been fraught with frustration, perhaps in part, because the language and culture of culturally different students were viewed as disadvantages.

Today, ABE/ESL teachers recognize that diversity of language and culture enriches all of us. This guide will provide you with many workable options as you endeavor to incorporate different cultural materials into your curriculum. Information concerning cultural values, second language acquisition and specific teaching strategies will be offered. Methods presented will integrate aspects of the new culture while acknowledging the value of the student's first language and culture.

Our ability to educate people of all cultures will critically affect the future of our nation. Let us celebrate what is best from each individual and make these strengths an integral part of the learning and teaching process.

Culture Shock

There are various stages to immigration that ABE/ESL educators need to recognize. Remember with delight the trip to Barbados and the sun induced dream of living there happily-ever-after. Immigration, unfortunately, is not an idyllic answer to vacation fantasies and it differs greatly from a brief but glorious visit to a tropical island.

Immigration involves great loss as well as gain and the result of that loss can be compared to the death of a loved one. In fact, leaving one's homeland is just as traumatic, and often as irreversible as death. Chaos and confusion assault the emotions as the immigrant attempts to cope within a foreign environment. Friends and relatives gather around for support. At times they even provide the "language" necessary for survival. Soon that support disbands - relatives and friends must get on with their own lives. The immigrant is often left on his own.

On occasion denial takes place. The immigrant sometimes feels it is not necessary or it is too difficult to adapt and reluctantly attempts to learn the language and understand customs. The phrase "in my country" does not apply to the United States. Everything is alien. Anger and resentment can take the place of hope and curiosity. Many things are offensive about the new country - the food, living conditions, the people and even the smells. It is easy to become frustrated because of the inability to function in an adult world. An adult without English language skills must rely on friends or children to perform the daily tasks of existence. The role of the parent is often taken over by an English-proficient child. The family structure is turned upside down. Those who speak the new language hold the power.

ABE/ESL educators must remember that adults are embarrassed to make mistakes. It is less humiliating not to speak at all and to pretend not to understand. It is necessary to arm the immigrant, as soon as possible, with survival skills through English.

Sharing their culture with the class helps students to feel proud of their own heritage. As self-confidence and self-image improve, anger subsides. The acquisition of the new language breaks down barriers and increases adaptation. The gradual realization that "my country" and "home" are no longer synonymous may take just a few months or may take decades. Helping non-native speakers of English to transcend these stages and being sympathetic to the emotional roller coaster of immigration will aid all teachers in understanding second language acquisition.

The United Way has an Information and Referral Line that will answer questions about services that are available for newcomers in each particular community. Since programs vary, call the United Way in your community and ask for the Information and Referral Line number.

Second Language Acquisition

Understanding second language acquisition can provide teachers with some insight into the difficulties encountered by ESL students. Questions regarding discrepancies between an individual's ability to speak a second language versus one's ability to perform academically in that language, may be answered once the language learning process is understood.

The process of acquiring a second language is similar to the way in which our first language is learned. Children learn by listening and talking with adults and peers about daily life events. In essence, they learn language by using it.

This concept of learning language by using it applies to ESL students as well. Providing frequent opportunities for meaningful natural interactions is the first step towards developing language proficiency.

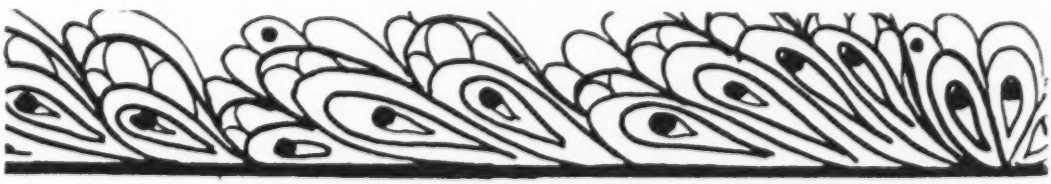
It is important, however, for ABE/ESL teachers to be aware of the two levels of language proficiency, conversational and academic. Conversational language is the type of language that students would use in casual conversations or to understand context-embedded situations, i.e., those that use hands-on materials, gestures, objects or pictures to help the student to understand the language. It usually takes about one to two years to arrive at this level of proficiency.

The second level of language, academic language, is needed to understand cognitively demanding tasks. At this level, students are able to use critical thinking skills and to deal with information in context-reduced settings, i.e., those that require students to depend upon their language abilities to understand the task. Academic language can generally take from five to seven years to develop.

Recognizing and understanding the two levels of language proficiency helps educators to understand the discrepancies sometimes noticed in an ESL student's performance. Educators need to be aware that non-native speakers of English are usually able to speak English more quickly and more proficiently than they are able to fully participate in academic areas. Discrepancies in a student's performance may be due to factors other than language but they are more likely the result of underdeveloped academic language ability.

Research has demonstrated a strong correlation between a students' literacy in their native language and academic proficiency in a second language. When students have had the opportunity to develop a strong academic base in their native language, the transition to English is faster and more efficient. This is due to the fact that academic language proficiency is best developed in the native language. Special challenges exist, however, for students who are illiterate in their own language and who are attempting to learn English. Having few academic skills in their own language makes the process of acquiring academic proficiency in English a very long and difficult one.

ESL students need frequent opportunities to converse with native English speakers in order to develop conversational and oral language proficiency. As Baca and Cervantes state in their book, The Bilingual Special Education Interface, academic language proficiency is most effectively developed when initial instruction is given in the native language with a gradual transition into English instruction. Although it is best that students receive instruction in their native language, schools are often unable to provide bilingual education. It is, therefore, necessary to provide ongoing, multisensory ESL instruction that incorporates a student's cultural, academic and life experience. It is essential that educators build upon a student's prior knowledge because therein lies the basis for cognitive growth and empirical understanding of the current cultural environment.



Understanding Non Verbal Communication

Understanding non-verbal communication can be the key to seeing the world through someone else's eyes.

Ngoc N. learned very early never to look into the eyes of a stranger, a teacher or any older person. She was to avert her eyes, even in conversation with her mother. In Vietnam, this rule was very serious, and was never to be broken.

Now Ngoc's American teacher seems a bit frustrated with her. What is she doing wrong? Ngoc sits very still, listening carefully to the strange sounds of the words, keeping her eyes on the book in front of her. Ngoc has seen her teacher, a young woman, look directly into the eyes of the men in the class. What does that mean? Didn't her grandmother teach her? But teachers must know what is right, and Ngoc should not question her teacher's behavior.

Misunderstandings like this are common in multicultural settings. All human beings are ethnocentric at the start. We are acculturated by the society in which we are born, and we see the world through the lens of that culture. When we are confronted with experiences that cannot be explained, we begin to become aware that there are other lenses through which to see the world.

Ngoc's teacher, an educated, respectable woman, a TEACHER, the ultimate in propriety, has behaved in an unacceptable manner. The problem? Ngoc's teacher has been taught that direct eye contact implies openness and honesty, while averted eyes suggest deceit and suspicion. Until both Ngoc and her teacher realize that they are viewing the world from different perspectives, Ngoc will remain confused and her teacher will continue to be frustrated.

Body language, or non-verbal communication, makes up the greater part of face to face communication. Furthermore, we are largely unaware of our own body language. So, great efforts need to be made to bridge the non-verbal communication gap between cultures.

When you experience what seem to be non-verbal communication problems, ask other teachers, or members of the particular culture who have some experience in this culture, to talk with you about body language. Remember that much of this behavior is unconscious, so it may take a while to identify the specific behaviors and their meanings.

Edward T. Hall, who has written extensively on these issues, reminds us of the following areas of concern:

* **EYE CONTACT**: You may find students who cannot make eye contact, and you may find students who make eye contact more intensely than is common in the United States. For example, in Adult Learning in Your Classroom, black Americans often make eye contact when they are speaking and avoid eye contact when listening. Whites tend to do the opposite. This difference in listening behavior can lead to misunderstandings about paying attention in class.

* **PROXEMICS**: This is use of personal space. Some cultures prefer to stand or sit closer together for conversation, or to be face to face rather than side by side. In The Hidden Dimension, Edward T. Hall explains that in Arabic cultures people in conversation customarily breathe on one another. This sharing of breath is a sign of trust. In the eyes of a member of an Arabic culture, an American who tries not to breathe on the person he is talking with exhibits shame.

* **TOUCHING**: Some cultures are more demonstrative than others. There may be many taboos, particularly regarding male/female interactions in public. Touching the top of the head is taboo in most Asian cultures.

* **TIME**: Time is perceived very differently across cultures. In the United States it is seen as a scarce resource that needs to be managed. A previously scheduled appointment is reason enough to terminate the interaction at hand. In other cultures this habit is insulting. In the U.S., being late is considered rude, and there are complex but unspoken rules about how late one can be for various commitments. Teachers need to remember that students from other cultures may have different ideas about lateness (which may not even exist as a concept), long-range planning (which may mean week to week rather than month to month), and the significance of certain dates, or times of day. See Edward T. Hall, The Silent Language for detailed discussion and lots of examples of varying concepts of time.

"I will not judge, till I have understood."
Zareen Karani Lam,
Lesley College

Teaching Strategies

The teaching strategies that follow will help to facilitate English instruction for students from other cultures. The needs of your particular students will determine which techniques will work best for you.

Wisdom is not a beautiful flower to be picked,
But rather a mountain to be climbed.

1. **TEACHERS ARE LANGUAGE MODELS FOR STUDENTS.**

The ABE/ESL classroom can be an English sanctuary - free from slang and idiomatic expression. Educators need to be aware of their own language usage and eliminate as many idioms as possible from conversation, especially at the beginning levels.

Pronunciation should be clear and concise. "Gonnas, Wannas, and Didjas" are appropriately left outside the classroom by both students and teachers.

STRATEGY: Use standard English forms and expressions. Try to use conventional forms with ESL students, especially beginners. "How are you?" is more likely to get a response than "What's up?" or "How ya doin'?" Slang and idiomatic expressions are taught after conventional forms are mastered. Also, ESL students are less likely to get themselves into awkward situations when they are taught to use standard English.

2. **INCREASE "WAIT TIME".**

Processing information in two languages takes a few seconds longer than processing in one language. Increasing the teacher's "wait time" for a response benefits <u>all</u> of the students in the class, while giving ESL students the extra time that they may need. This is harder to do than it sounds, but students respond more frequently when they are given a few extra seconds to think.

STRATEGY: Observe the number of seconds you wait for students to respond and try to double that time.

3. **EMPHASIZE COMPREHENSION AND COMMUNICATION.**

The purpose of reading, writing and speaking is to communicate. Effective communication requires instructional methods and materials that are multisensory, clearly written and relevant to the student's life.

STRATEGY: Type up dialogues and stories from the students' personal lives or relevant books. Encourage students to practice reading them as choral readings, group plays, or call and response chants.

STRATEGY: Have students identify environmental print: men/women, poison, telephone, hospital, etc.

4. **APPEAL TO AS MANY SENSES AS POSSIBLE.**

Even in the absence of audio-visual materials, teachers can provide animated gestures and facial expressions that will enhance students' comprehension.

STRATEGY: Use pictures, including rudimentary, but amusing, line drawings to provide associations that aid memory. For auditory reinforcement, try Jazz Chants or read to the class yourself.

STRATEGY: Develop a series of gestures or signals to represent verbs. As you make each gesture, students can respond chorally or individually with the indicated word. Signs for past or future tense can be included to make the exercise more challenging.

5. **USE STUDENTS' LIFE EXPERIENCES IN SECOND LANGUAGE INSTRUCTION.**

Students are better able to understand second language materials when the materials take advantage of events within the students' experience. Adult learners need to be able to talk about the events in their lives that bring them joy as well as sadness. Teachers should be aware that some immigrant and refugee students have had life experiences that would be difficult to address in class. Also, in many cultures, personal stories are not considered appropriate material for the classroom. Care must be taken by the instructor to select topics that are relevant but not too personal.

STRATEGY: Use language experience materials that students have created individually or in groups to describe events and ideas that are important to them. Topics that elicit emotional responses are usually successful, i.e. "Being old is better than being young" or "If I had my life to live over". These materials may be about the native culture or the new culture.

STRATEGY: Ask more advanced classes to write stories that beginning classes can read.

6. **PROVIDE FREQUENT COMPREHENSION CHECKS.**

Although some students may find tests stressful, as Masden says in Techniques in Testing, well-made tests of English can help students in at least two ways. First of all, such tests can help create positive attitudes in class. Tests of appropriate difficulty, announced well in advance and covering skills scheduled to be evaluated can also contribute to a positive tone by demonstrating your spirit of fair play and consistency with course objectives. Good English tests also help students learn the language by requiring them to study hard, emphasizing course objectives and showing them where to improve.

STRATEGY: Allow students to review with one another using materials you have prepared. Such informal comprehension checks can be less stressful for some students.

7. **PROVIDE RELEVANT MATERIALS.**

Students are more easily motivated when reading and writing are learned in the context of real life situations.

STRATEGY: Students and teachers are encouraged to share personal experiences, feelings, opinions and interests. Using articles from the newspaper, headline stories, Dear Abby letters, etc., can help to get students thinking and expressing themselves. Student responses can be recorded and later transcribed or the dialogue can be written on large chart paper and shared by the group.

STRATEGY: Write letters to the editor. Practice notes to teachers, doctors and landlords.

STRATEGY: Use greeting cards as models for appropriate thank you, condolence and holiday messages.

8. **USE A MULTISENSORY APPROACH TO SECOND LANGUAGE INSTRUCTION.**

A multisensory approach is effective because it provides for variations in learning styles. When selecting multisensory materials or methods, remember to teach to the student's strength first. ABE/ESL teachers should avoid using an exclusively auditory approach with students who lack adequate competency in English to be able to understand auditory information.

STRATEGY: Try to use all of the senses when presenting a lesson. Use visual aids, manipulatives, and hands-on materials. Students can use plastic letters to spell words.

STRATEGY: Assist students who have difficulty writing in tape recording their answers.

STRATEGY: Invite students to bring in food from their native country and to talk with the class about it.

9. **ENCOURAGE STUDENTS TO GIVE LONGER AND MORE SOPHISTICATED RESPONSES.**

Speaking in the simple sentences of a second language can make an adult feel like a child. Follow-up questions can help students to expand their responses to include more information in more sophisticated sentences.

STRATEGY: Follow-up student responses with "who, what, where, when, why and how" questions.

10. **EMPHASIZE COMPREHENSIBLE EXPRESSION VS. CORRECT USAGE.**

Although most teachers have been trained to correct errors in grammar and spelling whenever and wherever they occur, such corrections take the focus away from communication and place it on the mechanics of language. Written or conversational activities (that are not grammar exercises) should be viewed as communication, and should not be corrected directly. Following are two ways to provide corrections, without discouraging expression.

STRATEGY: Model the correct form in the flow of conversation.

STUDENT: I <u>didn't</u> <u>saw</u> the sign.
TEACHER: You <u>didn't</u> <u>see</u> the sign?

The same can be done on written assignments that are designed to allow free expression, such as dialogue journals where teachers and students write back and forth. Instead of correcting the error in the student's writing, include the correct form in your written response.

STRATEGY: If students are misusing the past tense in speech or in writing, do past tense exercises during the grammar part of the class.

Focus on the person who is present
Not on the skills that are missing.

11. **ENCOURAGE CRITICAL THINKING.**

In many cultures, teachers dispense information and evaluate each student's ability to memorize and reproduce that information. Students are asked to produce the right answer, and are not required to demonstrate how they arrived at that answer.

American schools are generally more interested in applications than in theory. Students "think through" problems, and are required to "show their work". Teachers are equally, if not more interested in the process than the product.

Students who were educated in other cultures before arriving in an adult education program may need encouragement to begin to apply theories, to express opinions or to challenge the book or the teacher. The apparent absence of critical thinking skills in the classroom does not imply either lack of intelligence or poor educational background. Students educated in other cultures, who use critical thinking skills all the time outside of school, may have learned that to use them in the classroom is to challenge the teacher whose authority is sacrosanct.

STRATEGY: Talk about differences in teacher expectations across cultures. Explain that this culture is less formal than many others, and that teachers enjoy interaction with students. Ask students to describe their relationships with teachers in their culture.

Describing and contrasting cultures, in non-judgmental terms, broadens the knowledge base of all concerned, including the teacher, and provides opportunities for students to share their cultures in a setting where diversity is valued and self-esteem is fostered.

STRATEGY: Demonstrate classroom discussion and debate techniques, in dialogue form if necessary, and give lots of positive feedback to those who dare to challenge you or the text.

12. **SHOW STUDENTS HOW TO OBTAIN MORE INFORMATION.**

Especially at the beginning levels, students need survival questions and phrases to help them with the language.

STRATEGY: Write important phrases on index cards for practice.

"I don't understand."
"Excuse me, please."
"Where is the teacher?"
"What did you say?"
"How do you say _____?"

At the intermediate and advanced levels, body language, including head nods, eye contact and personal space can be discussed. (See Non-Verbal Communication.)

13. **ENCOURAGE COOPERATIVE LEARNING.**

The strongest teaching tool of educators of ABE/ESL adults is encouraging students to interact with others who share similar goals. When students read with others, discuss ideas and complete assignments together, the learning process is accelerated.

STRATEGY: Have students work together in pairs. Give them step-by-step written directions to another part of the building. Leave a reward for them, (a note that says "Good job!" or "Free coffee at break time"), at their destination.

STRATEGY: Cut pictures from newspapers and magazines. Ask a volunteer to close her eyes while you show the picture to the rest of the class. Have the other students give clues, (oral or written) pertaining to the picture so the student can guess what the picture is.

14. **GUIDE STUDENTS THROUGH WRITING SKILLS.**

Writing skills can be introduced at a very beginning level. Controlled writing takes the risk out of producing a written page. It also gives beginners practice with the English alphabet.

STRATEGY: Provide a paragraph to be completed by the students. " Hello, my name is _____. I come from _____. I speak _____. I live at _____."

At more advanced levels, students can rewrite the passage in third person, in a different tense, changing from affirmative to negative, or adding adjectives.

STRATEGY: Guided compositions provide a first sentence, an outline to fill out, a series of questions to answer, or a list of specific information for students to include in their writing.

STRATEGY: Parallel writing is the most open form of controlled writing. Students read and study a passage and then write their own passage on a similar theme.

STRATEGY: Process writing takes students step-by-step through the following stages:

* Brainstorming ideas and vocabulary needed
* First draft
* Editing with a peer or the teacher
* Final draft

Without the pressure to produce a perfect writing sample on the first try, ESL students often write more and with greater fluency.

15. **TAKE INTO CONSIDERATION THE STUDENTS' PREVIOUS EDUCATIONAL EXPERIENCES.**

Students from cultures where cooperation is valued over competition, and group interdependence is preferred to individual independence, are accustomed to whole group instruction with a great deal of social interaction. The teacher, rather than peers or tutors, teaches the whole class, and small group tutorials or peer study groups occur before or after class.

STRATEGY: In organizing group activities, remember that students who are in a small group that does not receive the teacher's attention while the rest of the class does, may feel excluded. Even small groups of advanced students, who are assigned more appropriate, more sophisticated work, are likely to feel uneasy about, rather than proud of their separation from the whole class.

In cultures that are not as egalitarian or as informal as U.S. culture, teachers have prestige and are treated deferentially. Students from these cultures need time to become accustomed to the informal atmosphere that characterizes most ABE/ESL classes in the United States.

STRATEGY: Explain that adult education classes respect the maturity and individuality of both students and teachers. Teachers and students together are responsible for the learning that occurs.

16. **PROVIDE AN AFFECTIVE, LOW ANXIETY CLIMATE.**

Even if the facility is not educationally utopian, the climate of the classroom can be warm, caring and accepting. If it is common and acceptable for anyone to say "I don't understand", then there is an atmosphere that encourages learning. Many adult students have been away from the classroom for a long time, others have never been in an American classroom, and some have had negative educational experiences earlier in their lives. Most adults work and have other responsibilities during the day, and often come to class tired and depleted.

STRATEGY: Showing that you understand the amount of effort and courage it takes to return to school as an adult, especially as an adult without language skills, helps your students to feel accepted. Words of welcome, understanding and praise can give students the extra encouragement they need to pursue their goals.

STRATEGY: Giving any critical feedback to students as privately as possible saves face. Although the direct approach is common in U.S. classrooms, students from other cultures, especially Asian, often respond better to indirect communication. "We've missed you" rather than "Where have you been?" is more likely to prompt better attendance.

Cultural Activities

Cultural activities in the ABE/ESL classroom serve two important purposes. Honoring the cultures of all of the students and the teacher, fosters the self-esteem and self-confidence of everyone in the class. Furthermore, everyone, learns about different cultures. Ethnocentrism evolves into cultural awareness, and an important step toward understanding and appreciating other cultures is achieved. (See David S. Hoopes' chapter in Multicultural Education.)

As educators recognize the importance of integrating multicultural activities into the curriculum, the need for new and creative ideas continues to expand. The activities that follow are not intended as special events, but as meaningful components of a curriculum that seeks to enhance the self-esteem of all students.

1. **BREAD: The staff of life - an international food.**

   Whether it is called bread, pain, tortilla or pita it is a common food in most cultures.

   Ask the students to bring in some bread typical of their country. Talk about it. When is it eaten? Is it made at home daily or is it available at the store? Are there special breads for special holidays? Are sandwiches common in all cultures?

   Share it! Enjoy it! Incidentally, students seem to enjoy New England's cornbread - especially with maple syrup on it.

   Note: If you have students for whom bread is not a staple, go on to the next activity which can be focused on rice, another nearly universal food.

2. **SHARING RECIPES**

   Invite students to bring in their favorite recipe from their culture. If possible, have the students bring in some of the hard-to-find-in-the-U.S. ingredients to share with the class. Students are delighted to do this AND frequently bring in the finished product for the class to taste. It's fun for the teacher to contribute as well.

3. **CULTURAL ARTIFACTS**

Talk about the kinds of objects to which people attach meaning. Small and portable treasures, such as children's drawings, religious symbols, jewelry or books travel along with us as we move from place to place. Even refugees who had to leave their homes on a moment's notice may have been able to keep one small reminder of their life in their culture. It if seems that everyone in the class has such an artifact, ask them if they would like to share these keepsakes in class. Plan to join in the activity by sharing a possession that means something to you.

From: Ellen Bettmann, "A World of Difference"
The Anti-Defamation League, Boston, MA.

4. **MAPS**

Ask students to draw, free-hand and from memory (if possible), the country that they are from. Encourage them to include everything that they can remember about the country. Students can then share their map and their country with classmates. Have the group work together to compile the maps to form one large map.

Compare and contrast the compiled map with a commercial map. This often leads to geographical discussions as well as cultural and linguistic observations.

5. **HOME**

Draw a floor plan of your home and explain it to your students. Encourage students to draw a floor plan of the home in which they lived in their native country. Ask the students to explain it to the class. Discuss how climate affects the size and design of homes.

6. **MENUS**

Give students a menu from a local restaurant. Review vocabulary and non-verbal signals used in restaurants in the U.S. Ask students to volunteer for parts in a restaurant role-play including customers and a waiter. Transpose the restaurant to another country. Compare the protocol and body language used in restaurants in other cultures.

7. **HOMEMADE TOYS AND GAMES**

Toys and games made from free, available materials are enjoyed by children around the world. Often toys and games from distant countries are remarkably similar. The Boston Children's Museum has found "Hopscotch" in Ethiopia and in China.

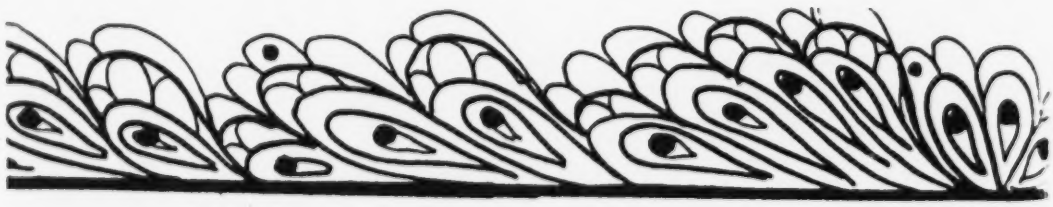
Invite students to share a homemade toy or game from their childhood. Demonstrate the concept by showing hopscotch, pick-up-sticks, or another game from your own experience.

8. **COLORS AND SYMBOLS**

Colors and symbols have different meanings in different cultures. In Asia, white is the color of mourning, used for funerals, while black represents evil. The cover of this manual is blue because blue often means peace or serenity.

The symbol + has many meanings. It is interpreted as plus in math, as a religious symbol, as crossroads and as the number 10 in China.

Ask students to share the flag of their country and to explain the meaning of the colors and symbols.



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Notes

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